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Abstract

This study attempts to measure the attitudes toward intellectual freedom held by a grcup of future librarians and tc correlate these findings with certain syndrcmes cf authoritarianism as reported in "The Authoritarian Perscnality," by T. W. Adcrno, and others (New York, Harper, 1950). The hypothesis is that graduate library students whc express apprcval cf or display a tendency tc agree with restrictive controls cn intellectual freedcm will alsc ccncur with many cf the attitudes characteristic cf the authoritarian syndrome. If the hypothesis is correct, thcse students whcse cpinions score high cn a censorship scale will also score high on the authoritarianism scale (Fascism or F scale). The questionnaire, distributed to students in December, 1968, contained 27 statements about intellectual freedcm, book selecticn, and the rcle cf the librarian interspersed with the 18 questicns frcm the F scale test. The findings of the study support the hypcthesis that library school students who shcw a tendency to agree with restrictive measures on intellectual freedcm alsc agree with attitudes characteristic cf the authcritarian syndrome. The study did not reveal that a large number cf students agree with either censcrship measures or with authoritarian attitudes. A ccpy cf the questicnnaire is appended. (Author/CC)

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AUTHORITARIANISM AND CENSORSHIP:

ATTITUDES AND OPINIONS OF STUDENTS IN THE GRADUATE LIBRARY SCHOOL OF INDIANA UNIVERSITY

A Report of an Exploratory Project Conducted
as a Preliminary for a Proposed Nationwide
Study of American Public Librarians
and Intellectual Freedom

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PART I

CENSORSHIP AND LIBRARIES

INTRODUCTION

The National Book Committee study (8), concerned primarily with the problems of censorship and with the freedom to read books, pointed out in 1957 that little was known about the extent to which censorial pressures affected the attitudes and behavior of librarians. The study also indicated that there were reasons to believe that librarians were increasingly seeking to avoid public controversy by voluntarily curtailing the purchase and circulation of certain types of books. Two years later, these suspicions were reinforced by a study supported by the Fund for the Republic, which investigated book-selection practices in California.

In 1959, Marjorie Fiske, a sociologist, made public the findings of the study on censorship activities in school and public libraries in California (5). Her report was the culmination of a rigorous two-year study of libraries in twenty-six communities of the state. Results of the study were surprising. They showed with conclusive evidence that certain librarians in California, previously assumed to have been strong defenders of intellectual freedom, were themselves the most active censors of the contents of their

libraries. The study showed that some of the librarians tended to be timid self-censors, too prone to compromise, too cautious or too evasive, and that they failed at times to practice principles of the intellectual freedom philosophy expressed in the Library Bill of Rights. Although Miss Fiske did not implicitly say so in her report, it is clear from results of the study that the restrictive practices of a number of librarians who served as respondents in the survey were anti-democratic in nature.

Despite Miss Fiske's scholarly caution neither to project nor to proclaim her findings as representative of librarians over the nation as a whole, one cannot help suspecting that similar attitudes and practices do, as a matter of fact, exist in libraries in many other states and communities. Further studies of book-selection practices, fortified by opinion surveys, need to be conducted in libraries and among librarians to ascertain to what extent librarians are avoiding their avowed devotement to the principles of intellectual freedom by adhering to censorship patterns rather than to book-selection practices and by limiting in sundry and sometimes devious ways complete access to library collections. If one ventures to project the conclusions of the Fiske study to even a fraction of the entire library profession of the United States, librarians are to be dreaded because of their self-censorship practices much more than individuals or outside groups, who advocate

a direct, open form of censorship or limited access to various types of books. The graveness of the censorship issue was stated very well by Marie Jahoda. Writing in the book review section of The Public Opinion Quarterly, the reviewer stated this about Miss Fiske's published report:

> " . . . it raised the more fundamental problem of the public library as a democratic institution whose policies and practices require constructive thought if the principle of freedom to read is to become more than a slogan."[1]

QUESTIONS RAISED BY FISKE STUDY

The California censorship study found that nearly two-thirds of all respondent-librarians reported instances where the controversiality of a book or of an author resulted in a resolution not to buy certain books. This finding raises two questions: what caused so many of the librarians to conform to convention rather than risk possible contention and what personality traits precipitated the self-imposed censorship? Without a doubt, no single pryshological incentive could be selected as the salient influence causing such rigid adherance to conventional values. Daniel Katz, former president of the Society for the Psychological Study of Social Issues, has warned opinion researchers about the great error of oversimplification when a single cause is ascribed to given types of attitudes. He points out that

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[1]The Public Opinion Quarterly, Spring, 1961, p. 151.

"not only are there a number of motivational forces to take into account in considering attitudes and behavior, but that some attitude can have a different basis in different people."[2]

PURPOSE OF THE PRESENT STUDY

The question pertaining to psychological motives behind this voluntary censorship and the findings of the Fiske study brought about the opinion research reported in this paper. This study attempts to measure the attitudes and opinions about intellectual freedom held by a concentrated group of future librarians and to correlate these findings with certain syndromes of authoritarianism as reported in the Adorno (1) study of the authoritarian personality. The study of authorianism provides a strategy for the analysis of the effects of at least one aspect of personality, and it seems particularly germane to an inquiry into opinions about censorship in view of the inferences of the Fiske report. While the opinion research disclosed in this paper is not undertaken in order to establish and to label certain students in the Master of Library Science degree program of the Indiana University Graduate Library School as individuals possessing "authoritarian personalities," it does seek to correlate attitudes of the authoritarian syndrome held by

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[2]The Public Opinion Quarterly, Summer, 1960, pp. 163-204.

respondents with their expressed opinions about censorship.

The hypothesis underlying this research is that graduate library school students (soon to be professional librarians) who express approval of or display a tendency to agree with restrictive controls on intellectual freedom will also concur with many of the attitudes characteristic of the authoritarian syndrome. If this postulate is correct, those students whose opinions score high on a censorship scale will also score high on the authoritarianism scale (F scale).

PART II

PREPARATIONS FOR THE OPINION SURVEY

STRUCTURING OF THE QUESTIONNAIRE

In an attempt to determine the intensity of opinions about censorship and intellectual freedom possessed by students in the Indiana University Graduate Library School, an opinion aurvey was conducted during the first half of the month of December, 1968. A list of twenty-seven statements about intellectual freedom, book selection, and the role of the librarian in providing easy access to information was devised for use in a questionnaire. The statements were structured in order to test the extent of tolerance allowed for censorship by each respondent. They were, in fact, dichotomous questions requiring a response of either "agree" or "disagree," to which were also appended "strongly agree" and "strongly disagree" in order to create a summated scale which would serve as an index providing a measure of the respondents' degrees of tolerance for censorship activity. Because of the homogeneity of the group (all respondents were graduate students preparing to become professional librarians), a "don't know" or "uncertain" response alternative to those listed above was not provided. Since most of the students in the M.L.S. degree program will soon be practicing librarians, it was felt that they would and should

have clear-cut opinions about all of the statements listed in the questionnaire concerning censorship and intellectual freedom.

VALIDATION OF MEASURES FOR CENSORSHIP PORTION OF THE QUESTIONNAIRE

To enhance the validity of the measures which were being sought in this opinion research, all issues and inquiries in the questionanire were based on one or more of the following: (1) statements which were either listed in the Library Bill of Rights as adopted by the American Library Association, (2) remarks from the literature of librarianship made by outstanding librarians concerning intellectual freedom, or (3) editorial comments made in the A.L.A. Intellectual Freedom Newsletter. Of particular help in preparing statements for the questionnaire was a monograph in Library Journal by David K. Beringhausen pertaining to the teaching of a commitment to intellectual freedom.[3]

Generally construction of the questionanire followed procedures described in Selltiz's work on social relations research methods.[4] Weighting of censorship items of the questionnaire for scoring purposes was separately checked against independent criteria such as the Library Bill of

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[3]Library Journal, October 15, 1967, pp. 3601-3605.

[4]Claire Selltiz and others, Reserach Methods in Social Relations (New York: Holt, Rinehart and Winston, 1961), pp. 366-370.

Rights. Validity of the scaling was determined by jury opinion. The first prepared questionnaire contained thirty-three statements which had been structured in rough-draft fashion. It was scrutinized by three professors in the Graduate Library School and by eight doctoral candidates, all of whom made suggestions for revising the statements and for adjustment of the scales. A number of corrections was subsequently made based on these suggestions, and the questionnaire was pre-tested on two groups: (1) a composite group of both graduate and undergraduate students, all of whom were in departments or schools other than the Graduate Library School, and (2) a group of seven library science doctoral students. As a result of these two pre-tests, adjunctive changes were made in the phraseology of a number of statements in order to eliminate ambiguity. Statements which did not show a substantial correlation with the total score, or which did not elicit different responses from high-scoring and low-scoring respondents on the pre-test, were eliminated in order to attain internal consistency. The original censorship statements were decreased in number as a result of the pre-test to twenty-seven. In addition to testing the questionnaire from the research point of view, these pre-tests, as suggested by Katz, determined "the extent to which the questionnaire meets the criterion of respondent orientation in all its respects."[5] Although

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[5]Leon Festinger and Daniel Katz, Research Methods in the Behavioral Sciences (New York: Holt, Rinehart, and Winston 1966), p. 646.

meticulous care was taken in structuring statements and in weighing responses in order to obtain a valid measure of censorship opinions, results of this study indicate that at least two of the statements should have been further revamped before the opinion survey was conducted.

MEASURES FOR AUTHORITARIANISM

An eighteen-question validated "authoritarian personality test," more exactly identified as the Fascism (F) scale, which measures antidemocratic attitudes on a similar scale as described above, was integrated with the twenty-seven statements concerning censorship and intellectual freedom. These F scale statements were interspersed throughout the questionnaire in such a manner that it was difficult (as happened to be the case with most respondents) to discern the exact purpose of the opinion research or to differentiate between intellectual freedom questions and those of the authoritarian F scale. Respondents were told in a cover letter accompanying the questionnaire that the purpose of the survey was to ascertain "certain opinions of students in the Master of Library Science degree program." No prior publicity or indication of the objective of the opinion research was released, and professors who agreed to distribute some of the questionnaires to students in classes did not comment upon the opinion survey beyond encouraging students to

participate and to return them in the provided stamped, self-addressed envelopes. In order to encourage freer and more candid responses to statements in the questionnaire, respondents were asked to remain anonymous by not indicating their identity on the questionnaire. Students were also aware of the fact that the opinion survey was not an official project of the Graduate Library School, and that it was being conducted by a student in the doctoral program of the school as a part of his work on a mass communication minor.

DISTRIBUTION OF THE QUESTIONNAIRE

Approximately half of the questionnaires were mailed directly to students: others were distributed in library science classes by cooperating professors. All respondents were given a copy of the five-page questionnaire, a cover letter explaining some of the purposes of the survey, and a self-addressed, stamped envelope for return of the questionnaire. Several devices reported in the literature of survey research as having yielded a high return of questionnaires were used. They were: stamped, addressed return envelopes; the placing of small-denomination stamps of various colors on the envelopes (presumably because respondents attach a sense of personal interest to the idea); and typed letters on letterhead paper.[6] As suggested by a number of

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[6]The Public Opinion Quarterly, Summer, 1963, p. 301.

sources, a deadline date was also specified in the cover letter.

DEGREE OF RESPONSE TO THE QUESTIONNAIRE

Although respondents were enjoined not to write their names on questionnaires, demographic information was requested in order to obtain greater accuracy in the analysis and interpretation of the results of the survey. Information deemed important included such items as sex, marital status, library experience, religion, age, etc. This information proved to be useful in reaching conclusions discussed later in the report.

Questions dealing with censorship and intellectual freedom are of much interest to most librarians and to library school students, and, as desired, the favorable degree of return of distributed questionnaires seemed to parallel enthusiasm about the subject. A total of 135 questionnaires were distributed, and 103 were returned (75 per cent). Of the returned questionnaires, 96 (73 per cent) were usable. A few respondents failed to complete all of the questionnaires, and a student returned one which was left blank. A rather high return was obtained even though most students were busy with pre-Christmas vacation tests and other activities.

PART III

PREPARATION OF RAW DATA FOR ANALYSIS

SCORING OF RESPONSES

Each respondent was given an authoritarianism score based on the assignment of one point for a response with low authoritarian content, two points for a response with moderate authoritarian content, four points for a response with high authoritarian content, and five points for a response having very high authoritarian content. The F scale does not contain a "don't know," "uncertain," or "undecided." This factor contributed to the decision made in constructing the censorship portion of the questionnaire not to provide a neutral or "undecided" response alternative. It was also felt that omitting these types of responses would add to internal consistency in the questionnaire, preventing respondents from distinguishing authoritarianism statements from those about censorship. "Strongly disagree" was the lowest-weighted response for all eighteen authoritarianism statements; accordingly, in scoring a response to the statement "Familiarity breeds contempt," a "strongly disagree" displays low authoritarian content, and one point would be assigned to that item. Statements in the censorship and intellectual freedom portion of the questionnaire were scored in the same fashion; however, in the case of some statements the scale was reversed with "strongly agree"

receiving the lowest number of points. Consequently, in the statement "Public librarians should endeavor to present all points of view in their collections, however unpopular, even loathsome, some of them may seem," a "strongly agree" response would receive one point.

POSSIBLE RANGES FOR SCORES

Scores were rated as low, intermediate, and high according to the ranges shown below:

(1) Authoritarian Scores

Possible range: 18-90
Midpoint of possible range: 36
Low scores: 18-32
Intermediate scores: 33-52
High scores: 53 and above

(2). Censorship Scores

Possible range: 27-135
Midpoint of possible range: 108
Low scores: 27-41
Intermediate scores: 42-61
High scores: 62 and above

Responses to all eighteen items on the authoritarianism portion of the questionnaire were weighted for scoring purposes in the following manner:

a. strongly agree (5 points)
b. agree (4 points)
c. disagree (2 points)
d. strongly disagree (1 point)

A small number of the respondents failed to respond to several of the authoritarianism items and to a far less degree, to a few of the censorship items. A failure to

respond to any one item was scored as three points, since that number is the midpoint of the above scale, even though a "don't know" or "uncertain" response is not provided. According to the scoring techniques used in this study, respondents who obtained high scores on either portion of the questionnaire displayed by their responses unfavorable opinions toward intellectual freedom and/or authoritarian attitudes respectively.

PART IV

RESULTS OF THE STUDY

CLASSIFICATION OF RESPONDENTS ACCORDING TO SCORES

The tabulation of the 96 pairs of scores obtained from returned questionnaires showed that 41.6 per cent of those respondents classed as low-scorers on the censorship portion of the questionnaire scored likewise on the authoritarianism test. Intermediate authoritarian scores were made by 58 per cent of the respondents. Of importance in this study was the finding that no low-scorers on the censorship portion fell within the high-scoring category of authoritarianism and that 45 per cent of the high-scorers on censorship also made high authoritarianism scores. None of the high-scorers on censorship fell within the low-scoring authoritarianism category. Low authoritarianism scores were attained by 12.5 per cent of the respondents, and the greatest number of respondents (81.3 per cent) fell within the intermediate scoring category of the authoritarianism section. Ninety-three per cent of those who fell within the intermediate scoring range on censorship also achieved scores which placed them in the same range on the authoritarianism scale. High authoritarianism scores were made by 6.2 per cent, and high censorship scores were made by 9 per cent of the respondents.

TABLE 1

PERCENTAGE OF GRADUATE LIBRARY SCHOOL STUDENTS WITH HIGH, INTERMEDIATE, AND LOW CENSORSHIP SCORES WHO RATE HIGH, INTERMEDIATE, OR LOW ON AUTHORITARIANISM

Censorship Score	Authoritarianism Score				
	Low (18-32)	Intermediate (33-52)	High (53-77)	Total	(N)
Low (27-41)	41.6	58.4	0	100	(24)
Intermediate (42-61)	3.2	93.5	3.2	100	(63)
High (62-84)	0	55.0	45.0	100	(9)
Total for each group	12.5	81.3	6.2	100	(96)

An examination of the questionnaires of the twenty respondents who made extreme scores, i.e., the scores of the ten respondents who were at the low-scoring end of the authoritarian F scale and the ten respondents who were at the high-scoring end, provided the following observations:

1. eight of the ten respondents who demonstrated little agreement with opinions typical of the authoritarian syndrome also displayed by their responses little tolerance for censorship activities,

2. there is a high positive correlation between respondents' scores in the low-scoring category on the F scale with scores in the same range on the censorship tolerance scale,

3. six of the ten highest-scoring respondents on the F scale also showed a high tolerance for repressive measures on intellectual freedom,

4. three of the ten high-scoring respondents with scores at the extreme high end of the F scale also achieved the three highest scores on the censorship portion of the questionnaire.

TABLE 2

DISTRIBUTION OF AUTHORITARIAN AND CENSORSHIP SCORES BY AGE[1]

Age Groups	Number of Respondents	Mean Scores	
		Authoritarian Scores	Censorship Scores
19-21	4	38.5	47.5
22-24	37	38.6	47.8
25-27	21	40.9	47.2
28-30	14	42.6	50.7
31-33	4	43.3	56.3
34-36	3	45.3	46.3
37-39	2	42.5	53.0
40 and over	11	44.5	55.4

[1]Range of possible authoritarian scores: 18-90. Range of possible censorship scores: 27-135.

AGE AS A FACTOR IN SCORES OBTAINED BY RESPONDENTS

Table 2 shows that as the age of respondents increase the authoritarianism and censorship scores also tend to increase. The mean authoritarianism scores for all age groups increased a total of plus six points from the 19-21 year-old group to the forty-and-over age bracket. Likewise, the change in mean censorship scores from the lowest to the highest age group was plus 7.9. It should be noted, however, that the number of respondents in several of the age categories is so small that the addition of another individual to one of these would change the mean scores appreciably.

SCORES ACCORDING TO RELIGIOUS AFFILIATION

Only a slight difference in mean authoritarianism and mean censorship scores of the respondents when grouped according to religious affiliation was noted. Of importance, however, is the fact that the means of both scores of those respondents claiming no church affiliation and those who do not attend church services regularly are lower than the scores of respondents claiming membership in any one of the religious denominations. These scores were even lower than the means of the group claiming no church affiliation but who attend religious services frequently. Table 3 below provides a list of mean scores according to religious groups.

TABLE 3

AUTHORITARIANISM AND CENSORSHIP MEAN SCORES ACCORDING TO RELIGIOUS GROUPS[1]

Religion	Number of Respondents	Authoritarianism Scores	Censorship Scores
Baptist	7	44.0	55.4
Catholic	14	40.2	44.3
Episcopal	5	40.4	46.4
Lutheran	4	42.0	47.2
Methodist	9	46.9	57.1
Presbyterian	15	39.4	51.0
Non-church mbrs. who attend	5	45.0	56.6
Non-church mbrs. who do not attend	24	38.4	46.3

[1]Table does not include miscellaneous religion group.

SEX AS A FACTOR IN SCORES

Differences in sex apparently had little influence on scores on the authoritarian and censorship scales; for, as Table 4 discloses, a difference of only .8 between male and female mean scores on authoritarianism existed. Of the usable 96 returned questionnaires, 21 were from male respondents and 75 were from females. Males achieved slightly higher authoritarianism scores and slightly lower censorship scores than females, but the differences are not worthy of attention.

TABLE 4

MALE AND FEMALE AUTHORITARIANISM AND CENSORSHIP MEAN SCORES

Sex	Number of Respondents	Authoritarianism Scores	Censorship Scores
Male	21	41.5	48.9
Female	75	40.7	49.5

N = 96

WORK EXPERIENCE IN A LIBRARY AS A FACTOR

Mean censorship scores of all respondents with library work experience was two points less than the same scores of those who had not worked in a library. This difference is not very suggestive. Seventy-three of the respondents had work experience, and their mean censorship score was 48.87. Twenty-three of the students had no work experience in a library, and their mean score was 50.9.

DISTRIBUTION OF SCORES

The mean authoritarianism raw score for the entire group of 96 respondents was 40.8. All raw scores were transformed into percentage scores, and the overall mean authoritarianism percentage score was 31.7. The mean censorship raw score for all respondents was 49.4, which is a percentage

mean score of 20.7. Tables 5 and 6 provide frequency distributions of authoritarianism and censorship raw scores.

TABLE 5

FREQUENCY DISTRIBUTION OF AUTHORITARIANISM SCORES

Authoritarianism Scores	Frequency	Cumulative Frequency	Cumulative Percentages
73-77	1	96	100
68-72	0	95	99
63-67	1	95	99
58-62	2	94	98
53-57	3	92	96
48-52	13	89	93
43-47	16	76	79
38-42	24	60	63
33-37	24	36	38
28-32	8	12	14
23-27	3	4	4
18-22	1	1	1

N = 96

TABLE 6

FREQUENCY DISTRIBUTION OF CENSORSHIP SCORES

Censorship Scores	Frequency	Cumulative Frequency	Cumulative Percentage
82-86	2	96	100
77-81	0	94	98
72-76	1	94	98
67-71	2	93	97
62-66	4	91	95
57-61	13	87	91
52-56	16	74	77
47-51	21	58	60
42-46	13	37	39
37-41	15	24	25
32-36	7	9	9
27-31	2	2	2

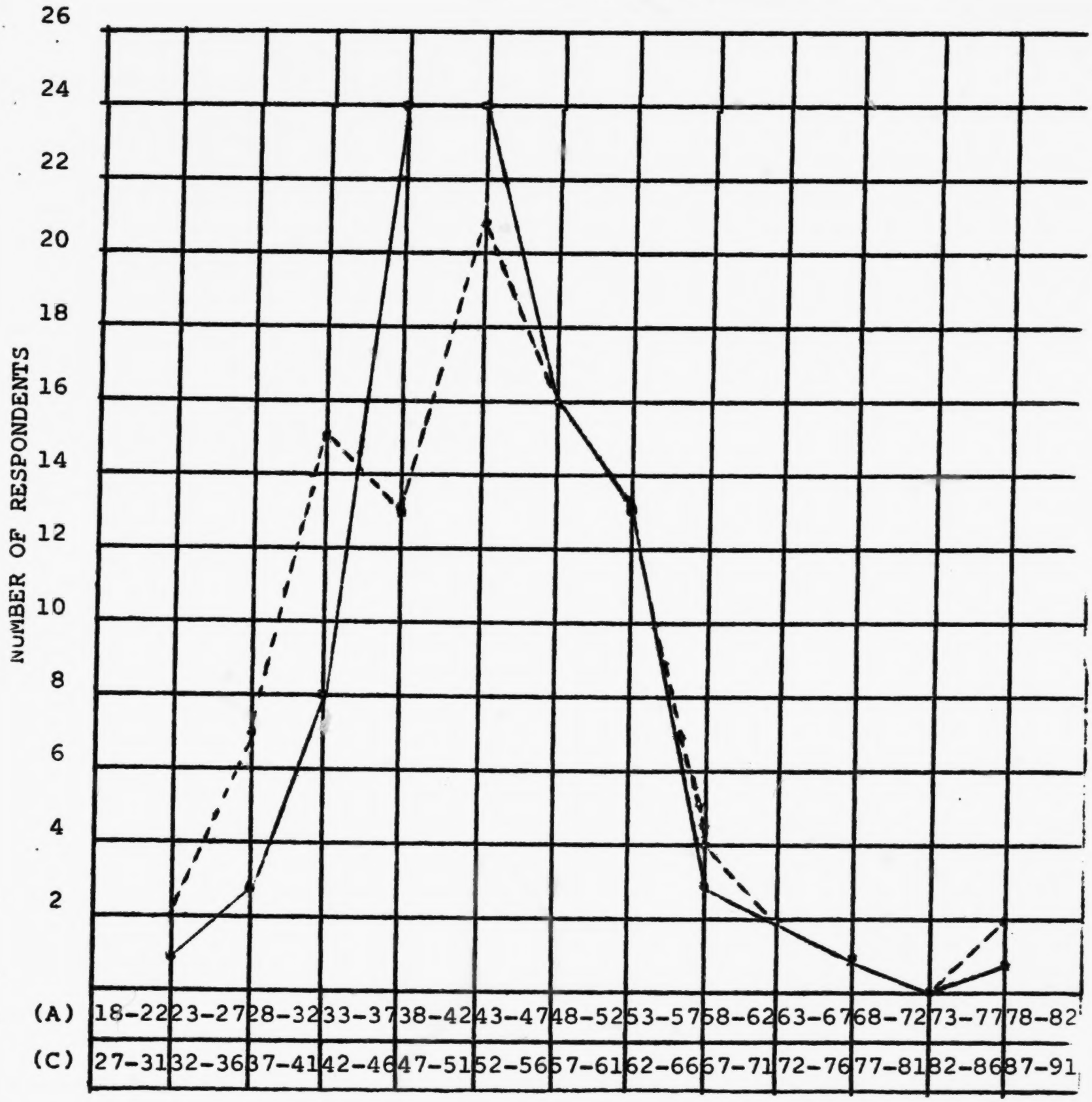
N = 96

CORRELATION OF AUTHORITARIANISM AND CENSORSHIP SCORES

When authoritarianism and censhorship scores were graphed utilizing the ranges of scores for both tests and distributed at intervals of three points, a similarity in the alignment patterns of total scores in both categories is clearly evident. Although the graph is not a statistical test for correlation between the two sets of scores, it does show quite clearly that both distributions were skewed toward the lower end of the scales. Lines on both graphs drop sharply as authoritarianism and censorship scores increase, indicating that there were few extremely high scores among the respondents. The graph also shows that the majority of scores were clustered in the intermediate scoring range. Graphic representation of the distribution of scores is shown on the following page.

To obtain a measure of the relationship between scores on the authoritarianism and censorship portions of the questionnaires, a coefficient of correlation was computed with the 96 pairs of scores. This was done in order to prove statistically whether or not a high score on the authoritarianism scale tends to indicate a high score on the censorship scale or if a low score on one scale indicates a low score on the other. A coefficient of correlation, or r_{xy}, equals the mean of the cross product of the standard scores made on the two instruments by the total

GRAPH SHOWING DISTRIBUTION OF AUTHORITARIANISM AND CENSORSHIP SCORES



(A) Authoritarian Scores _____

(C) Censorship Scores ----------

group of 96 respondents. Remmer's (9) work was used as a guide in computing the following coefficient of corrèlation:

Formula: $$r_{xy} = \frac{N\Sigma XY - \Sigma X \Sigma Y}{\sqrt{N\Sigma X^2 - (\Sigma X)^2}\sqrt{N\Sigma Y^2 - (\Sigma Y)^2}}$$

$$r_{xy} = \frac{96(70498) - (3046 \times 1986)}{\sqrt{96(110664) - (3046)^2}\sqrt{(96 \times 49496) - (1986)^2}}$$

$$r_{xy} = \frac{6,767,808 - 6,049,356}{\sqrt{10,623,744 - 9,278,116}\sqrt{4,751,616 - 3,944,196}}$$

$$r_{xy} = \frac{+718,452}{\sqrt{1,345,628}\sqrt{807,420}}$$

$$r_{xy} = \frac{+718,452}{1160.00 \times 898.60}$$

$$r_{xy} = \frac{+718,452}{1,042,376}$$

$$r_{xy} = +.69$$

The coefficient of correlation is a positive .69, which supports the hypothesis that respondents who obtain high scores on the authoritarianism scale will also tend to achieve fairly high scores on the censorship portion of the questionnaire.

SOME SIGNIFICANT RESULTS OF TOTAL RESPONSES TO INDIVIDUAL ITEMS

Tabulation of the totals of individual responses to certain items on the questionnaire are significant because it shows the degree of agreement expressed by certain percentages of students in the Master of Library Science degree program with attitudes favorable to censorship and restrictive measures on intellectual freedom. Thirty per cent of the respondents believe that "there is a definite need in our society for the efforts of civic-minded and religious groups which are working to keep our newsstands, libraries, television programs, and movies free of filth and other objectionable materials." Twenty-seven per cent did not think that "what a child reads should be more the responsibility of the parents than the book seller and the librarian." Nineteen per cent of the respondents believe that "public libraries should not endeavor to present all points of view in their collections, however unpopular, even loathsome, some of them may seem." Fifteen per cent of the students believe that "the best way to avoid censorship controversy in a library is for the book selectors to avoid purchasing controversial books."

The tabulation of individual items on the censorship portion of the questionnaire also showed that ten per cent of the respondents are of the opinion that "there is a direct causal relationship between reading pornography and juvenile

delinquency." Eighteen per cent of the respondents disagree that "some attitudes of censors stem from the failure to appreciate the nature and significance of scholarship." Sixteen per cent of the students returning the questionnaires say that public libraries should not make their meeting rooms and auditoriums available to groups in the community regardless of the beliefs and affiliations of their members. Sixteen per cent also believe that the "present laws dealing with obscenity in books and in other printed materials are too lax." Twelve per cent of the respondents believe that "most people have very little critical judgment in regard to the selection of their reading material and will usually select the bad rather than the good and the inferior rather than the superior."

A tabulation of the totals of individual responses on all eighteen authoritarianism statements revealed one finding which has gravity in a study of censorship opinions among library school students. That finding was that fifty per cent of the respondents agree with the statement that "nowadays more and more people are prying into matters that should remain personal and private." Although this statement belonged to the group of eighteen items designed to seek a measure of the respondents' agreement or disagreement with certain attitudes of the authoritarian syndrome, the responses considered as a whole indicate that half of the

library school students completing the questionnaire believe that there is too much prying into personal matters. Another important finding in measuring respondents' authoritarianism attitudes was that twenty-six per cent agree that "most people don't realize how much our lives are controlled by plots hatched in secret places."

PART V

SUMMARY AND CONCLUSIONS

This study of authoritarianism and censorship attitudes and opinions was limited in several respects. It was not based on a representative sample which would have been a heterogeneous cross-section of all library school students in the United States. It was, however, based on a concentrated group of respondents in a single graduate library school's Master of Library Science program. Therefore, the inferences made in this conclusion can be said to be characteristic only of students in the Indiana University Graduate Library School. A scientifically-selected sample was not drawn of the entire library school population of this country nor of Indiana University because of limitations of time and by reason of the facility by which the entire library school student body of this university could be surveyed. Although many of the students who participated in this opinion survey were completely unaware of the object of the study, they were cognizant of the fact that their opinions were being guaged. Consequently, some of the responses might have been influenced by this factor.

This study revealed that seven of the respondents agree strongly with a whole pattern of personality characteristics said to be common to those of an authoritarian character. It also showed that an additional thirteen

respondents who attained scores in the 48-52 range on the authoritarian scale also agree with many of the authoritarian attitudes. From a standard dictionary of psychological terms, the following definition of the authoritarian character was obtained:

> "One who craves unquestioning obedience and subordination. This is the defining quality, but various other qualities are believed to be generally associated with it such as a servile acceptance of superior authority, scorn for weakness, rigidity, rejection of out-groups, conventionality, desire to have everything clearly marked off and determined . . . "[7]

On the other hand, in his study of authoritarianism Adorno points out that, in contrast to the bigot of the older style, the authoritarian type of man:

> " . . . seems to combine the ideas and skills which are typical of a highly industrialized society with irrational or anti-rational beliefs. He is at the same time enlightened and superstitious, proud to be an individualist and in constant fear of not being like all the others, jealous of his independence and inclined to submit to power and authority."[8]

The Adorno study also revealed that the authoritarian type is driven by the fear of being weak and displays an intolerance of ambiguity. The authoritarian is also uncomfortable when faced with complex or uncertain situations

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[7]Horace B. English and Ava Champney English, A Comprehensive Dictionary of Psychological and Psychoanalytical Terms. (New York: David McKay Company, Inc., 1962), p. 54.

[8]T. W. Adorno and others, The Authoritarian Personality (New York: Harper & Brothers, 1950), p. 976.

which do not easily yield to understanding or to control. Rather than attempting to understand or to cope with the situation, he has a tendency to retreat. An anxiety about deviating from conventional moral standards is also a characteristic of the authoritarian syndrome of attitudes. It might also be a factor which caused some of the respondents in this study to agree with censorship measures and a factor influencing the timid self-censors found among librarians in California by Fiske who were prone to compromise and extremely cautious not to purchase any book which could offend certain individuals or groups in their communities. That is not to say that authoritarian attitudes <u>cause</u> librarians to have censorship ideas. While this study did not attempt to show cause and effect between the two, it did show correlation between authoritarian and censorship attitudes and opinions.

The findings of this study support the hypothesis that library school students who show a tendency to agree to restrictive measures on intellectual freedom also agree with attitudes characteristic of the authoritarian syndrome. As was expected, this opinion research did not reveal that a large number of students agree with either censorship measures or with authoritarian attitudes. It does show, however, that those who do show a tendency to approve of censorship also show a tendency correspondingly toward authoritarianism. The greatest number of respondents in this study obtained

scores which were classified in the intermediate category. None of the students who achieved low scores on censorship (27-41) achieved high scores (53+) on authoritarianism. A high score on authoritarianism was seen in this study to preclude a low score on censorship.

A close examination of the returned questionnaires completed by the ten highest- and ten lowest-scoring respondents on authoritarianism supplies revealing evidence to support the hypothesis. Eight of the respondents who strongly disagreed with authoritarian attitudes also expressed the most liberal views toward intellectual freedom. Among the ten highest-scoring respondents on authoritarianism, six also showed a very strong tolerance for censorship and restrictive measures on intellectual freedom. The overall statistical correlation for the 96 pairs of scores was +.69; thus, statistically, the two scores are rather highly interrelated, although by no means perfectly. Also of consequence in this study was the finding that very high-scorers and very low-scorers on both scales tended to agree or to disagree with the same items on the questionnaire.

While the authoritarianism portion of the questionnaire was a validated measure for that purpose, the censorship and intellectual freedom group of statements was devised especially for this opinion survey. The study showed that a number of the censorship items should be

re-structured to eliminate several equivocations in terminology and to make the instrument a truly valid measure. Perhaps a more valid censorship questionnaire would minimize bias, increase the accuracy of measure, and maximize the reliability of the data collected for a future study of this nature; therefore, a higher coefficiency of correlation might be shown to exist.

CHARLES H. BUSHA
128 NORTH ROOSEVELT AVENUE
BLOOMINGTON, INDIANA 47401

December 6, 1968

Dear Fellow Student:

If I have not already met you, please let me say by way of introduction that I am a fellow in the doctoral program of the Indiana University Graduate Library School.

I am currently conducting a survey of certain opinions of students in the Master of Library Science degree program. The survey is a research project for a journalism course about public opinion, which is a part of my work as a mass communication minor.

Ideally, it would be best if I could personally interview all students in the MLS degree program; however, because of the large number of students and the time which interviews would require, that is not possible. I hope, therefore, that you will agree to participate in this opinion research by devoting a few minutes of your time to the completion of the enclosed questionnaire. Your anonymous responses to statements listed in the questionnaire will be of considerable help to me (and perhaps to others). Please be frank and truthful as you respond to each of the statements.

Return the completed questionnaire to me in the enclosed stamped, self-addressed envelope by December 16, 1968.

Please allow me to thank you in advance for your cooperation and to wish you a very successful year in your program of study.

Kindest regards,

Charles H. Busha

Charles H. Busha

Enclosures

OPINION SURVEY OF INDIANA UNIVERSITY GRADUATE LIBRARY SCHOOL STUDENTS

(Total Responses to Each Item are Listed. X = no response)

1. No opinion is completely true or false; an unconventional point of view may be useful because it could contain some particle of truth.
   a. strongly agree (18)
   b. agree (74)
   c. disagree (3)
   d. strongly disagree (0)

2. Freedom of thought and opinion should not be curbed by collective authority.
   a. strongly agree (57)
   b. agree (34)
   c. disagree (2)
   d. strongly disagree (2)
   x = (1)

3. Obedience and respect for authority are the most important virtues children should learn.
   a. strongly agree (4)
   b. agree (23)
   c. disagree (55)
   d. strongly disagree (14)

4. There is a direct causal relationship between reading pornography and juvenile delinquency.
   a. strongly agree (0)
   b. agree (10)
   c. disagree (48)
   d. strongly disagree (37)
   x = (1)

5. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.
   a. strongly agree (0)
   b. agree (26)
   c. disagree (59)
   d. strongly disagree (9)
   x = (2)

6. Civic-minded groups should have the right to remove objectionable books from newsstands because they have the public's welfare in mind.
   a. strongly agree (0)
   b. agree (6)
   c. disagree (36)
   d. strongly disagree (53)
   x = (1)

7. If people would talk less and work more, everybody would be better off.
   a. strongly agree (7)
   b. agree (28)
   c. disagree (47)
   d. strongly disagree (13)

8. The librarian's moral and aesthetic values must be considered as the chief standards for determining what books should be included in the library's collection.
   a. strongly agree (2)
   b. agree (4)
   c. disagree (44)
   d. strongly disagree (46)

9. Familiarity breeds contempt.
   a. strongly agree (0)
   b. agree (12)
   c. disagree (58)
   d. strongly disagree (25)
   x = (1)

10. Librarians should be especially watchful to see that books containing unorthodox or unpopular views are kept from their collections.
   a. strongly agree (1)
   b. agree (1)
   c. disagree (31)
   d. strongly disagree (63)

11. Some attitudes of censors stem from the failure to appreciate the nature and significance of scholarship.
   a. strongly agree (16)
   b. agree (62)
   c. disagree (16)
   d. strongly disagree (1)
   x = (1)

12. Science has its place, but there are many important things that can never possibly be understood by the human mind.
   a. strongly agree (13)
   b. agree (43)
   c. disagree (28)
   d. strongly disagree (11)
   x = (1)

13. The personal life and political affiliations of the author are two of the most important considerations for determining the acceptability of a book for a library's collection.
   a. strongly agree (1)
   b. agree (1)
   c. disagree (29)
   d. strongly disagree (65)

14. There is a place in public libraries for periodicals which contain left wing articles such as those like Ramparts, Evergreen Review, and Liberation.
   a. strongly agree (33)
   b. agree (56)
   c. disagree (6)
   d. strongly disagree (0)
   x = (1)

15. Present laws dealing with obscenity in books and in other printed materials are too lax.
   a. strongly agree (2)
   b. agree (14)
   c. disagree (62)
   d. strongly disagree (17)
   x = (1)

16. Some people are born with the urge to jump from high places.
   a. strongly agree (3)
   b. agree (15)
   c. disagree (52)
   d. strongly disagree (22)
   x = (4)

17. In order to warn the unaware library patron, librarians should affix labels to books which may offend standards of taste or which may be morally or politically offensive.
    a. strongly agree (1) c. disagree (42)
    b. agree (3) d. strongly disagree (50)

18. The 120 Days of Sodom, a book by the Marquis de Sade which has been called by some critics "a book of pure destruction," "the darkest of novels," and "an unsurpassed novel of terror," does not belong on the open shelves of any public, college, or university library.
    a. strongly agree (2) c. disagree (54)
    b. agree (4) d. strongly disagree (34)
    x = (2)

19. The best way to avoid censorship controversary in a library is for the book selectors to avoid purchasing controversial books.
    a. strongly agree (0) c. disagree (41)
    b. agree (14) d. strongly disagree (41)

20. Because of their positions in the community, librarians should be especially careful in choosing their friends and close associates and should avoid membership in groups which tend to be too active politically.
    a. strongly agree (0) c. disagree (50)
    b. agree (6) d. strongly disagree (40)

21. Most people don't realize how much our lives are controlled by plots hatched in secret places.
    a. strongly agree (1) c. disagree (35)
    b. agree (24) d. strongly disagree (35)

22. Many books which have been controversial or objectionable to some persons or groups have in due course been recognized to be among those which belong in public libraries.
    a. strongly agree (36) c. disagree (0)
    b. agree (60) d. strongly disagree (0)

23. Human nature being what it is, there will always be war and conflict.
    a. strongly agree (10) c. disagree (30)
    b. agree (53) d. strongly disagree (1)
    x = (2)

24. Obscenity is communist-inspired.
    a. strongly agree (0) c. disagree (29)
    b. agree (2) d. strongly disagree (~~57~~)

25. The businessman and the manufacturer are much more important to society than the artist and the professor.
    a. strongly agree (4)
    b. agree (0)
    c. disagree (52)
    d. strongly disagree (40)

26. Most people have very little critical judgment in regard to the selection of their reading material and will usually select the bad rather than the good and the inferior rather than the superior.
    a. strongly agree (1)
    b. agree (10)
    c. disagree (70)
    d. strongly disagree (14)
    x = (1)

27. The wild sex life of the old Greeks and Romans was tame compared to some of the goings-on in this country, even in places where people might least expect it.
    a. strongly agree (1)
    b. agree (11)
    c. disagree (61)
    d. strongly disagree (16)
    x = (7)

28. Public libraries should make their meeting rooms and auditoriums available to groups in the community regardless of the beliefs and affiliations of their members.
    a. strongly agree (22)
    b. agree (58)
    c. disagree (15)
    d. strongly disagree (1)

29. A chief commitment of a professional librarian should be intellectual freedom for everyone.
    a. strongly agree (47)
    b. agree (42)
    c. disagree (6)
    d. strongly disagree (0)
    x = (1)

30. Some day it will probably be shown that astrology can explain a lot of things.
    a. strongly agree (1)
    b. agree (15)
    c. disagree (54)
    d. strongly disagree (25)
    x = (1)

31. In some cases librarians should exclude books from the library's collection because of divergent political or religious views of writers.
    a. strongly agree (0)
    b. agree (6)
    c. disagree (46)
    d. strongly disagree (44)

32. People can be divided into two distinct classes: the weak and the strong.
    a. strongly agree (0)
    b. agree (4)
    c. disagree (52)
    d. strongly disagree (40)

33. What a child reads should be more the responsibility of the parents than the book seller and the librarian.
    a. strongly agree (21)
    b. agree (49)
    c. disagree (25)
    d. strongly disagree (1)

34. Sex crimes, such as rape and attacks on children, deserve more than mere punishment; such criminals ought to be publicly whipped, or worse.
    a. strongly agree (2)
    b. agree (5)
    c. disagree (52)
    d. strongly disagree (35)
    x = (2)

35. When a person has a problem or worry, it is best for him not to think about it, but to keep busy with more cheerful things.
    a. strongly agree (3)
    b. agree (15)
    c. disagree (59)
    d. strongly disagree (16)
    x = (3)

36. If a patron or a group in the community complains about a book in a library's collection because of an objectionable sexual theme or because of the volume's frank terminology, the best way for the librarian to absolve himself is to point out that sexual themes and four-letter words are included in most present-day novels.
    a. strongly agree (0)
    b. agree (11)
    c. disagree (69)
    d. strongly disagree (15)
    x = (1)

37. Public librarians should endeavor to present all points of view in their collections, however unpopular, even loathsome, some of them may seem.
    a. strongly agree (17)
    b. agree (59)
    c. disagree (16)
    d. strongly disagree (2)
    x = (2)

38. Homosexuals are hardly better than criminals and ought to be severely punished.
    a. strongly agree (1)
    b. agree (3)
    c. disagree (49)
    d. strongly disagree (43)

39. Books about marijuana should not be purchased by public or college and university libraries because young people could learn about the cultivation of the plant and the processing of the leaves for personal use of the drug.
    a. strongly agree (1)
    b. agree (3)
    c. disagree (56)
    d. strongly disagree (35)
    x = (1)

40. If your library has ordered a controversial book, the reviews of which indicate that it is of literary merit, but for which court action is now pending against another library in your state, the best course of action for you is to cancel the order.

a. strongly agree	(1)	c. disagree	(72)
b. agree	(10)	d. strongly disagree	(13)

41. Nowadays when so many different kinds of people move around and mix together so much, a person has to protect himself especially carefully against catching an infection or disease from them.

a. strongly agree	(0)	c. disagree	(56)
b. agree	(9)	d. strongly disagree	(31)

42. Wars and social troubles may someday be ended by an earthquake or flood that will destroy the whole world.

a. strongly agree	(1)	c. disagree	(50)
b. agree	(10)	d. strongly disagree	(31)
		x = (4)	

43. The American Library Association should be concerned about safe-gurding the rights of library users in accordance with the Bill of Rights of the United States and the Library Bill of Rights as adopted by the ALA Council.

a. strongly agree	(35)	c. disagree	(5)
b. agree	(54)	d. strongly disagree	(1)
		x = (1)	

44. Nowadays more and more people are prying into matters that should remain personal and private.

a. strongly agree	(10)	c. disagree	(42)
b. agree	(38)	d. strongly disagree	(5)
		x = (1)	

45. There is a definite need in our society for efforts of civic-minded and religious groups which are working to keep our newsstands, libraries, television programs, and movies free of filth and other objectionable materials.

a. strongly agree	(2)	c. disagree	(50)
b. agree	(27)	d. strongly disagree	(16)
		x = (1)	

SCORES ARRANGED IN INCREASING ORDER ACCORDING TO AUTHORITARIAN PORTION OF QUESTIONNAIRE

Authoritarian		Censorship		Authoritarian		Censorship	
Raw Score	% Score	Raw Score	% Score	Raw Score	% Score	Raw Score	% Score
22	.06	33	.06	34	.22	55	.26
25	.10	29	.02	35	.24	41	.13
25	.10	37	.09	35	.24	47	.19
25	.10	38	.10	36	.25	41	.13
28	.14	32	.05	36	.25	47	.19
28	.14	52	.23	36	.25	47	.19
29	.15	34	.06	36	.25	54	.25
30	.17	40	.12	36	.25	58	.29
30	.17	41	.13	37	.26	39	.11
31	.18	33	.06	37	.26	40	.12
31	.18	35	.07	37	.26	41	.13
31	.18	53	.24	37	.26	44	.16
33	.21	39	.11	38	.28	34	.06
33	.21	40	.12	38	.28	36	.08
33	.21	41	.13	39	.28	49	.20
33	.21	44	.16	39	.29	41	.13
33	.21	45	.17	39	.29	48	.19
33	.21	47	.19	39	.29	53	.24
33	.21	49	.20	39	.29	58	.29
34	.22	41	.13	39	.29	59	.30
34	.22	44	.16	40	.31	45	.17
34	.22	46	.18	40	.31	50	.21
34	.22	49	.20	40	.31	57	.28
34	.22	50	.21	41	.32	43	.15
41	.32	48	.19	46	.39	62	.32
41	.32	48	.19	46	.39	64	.34
41	.32	51	.22	47	.40	44	.16
41	.32	61	.31	48	.42	43	.15
42	.33	48	.19	48	.42	46	.18
42	.33	49	.20	48	.42	50	.21
42	.33	52	.23	48	.42	57	.28
42	.33	53	.24	48	.42	54	.25
42	.33	50	.21	49	.43	31	.04
42	.33	50	.21	49	.43	62	.32
42	.33	53	.24	50	.44	55	.23
42	.33	56	.27	50	.44	63	.33
43	.34	51	.22	50	.44	72	.42
43	.34	53	.24	51	.46	53	.24
43	.34	57	.28	52	.47	60	.31
44	.36	45	.17	52	.47	61	.31
44	.36	45	.17	55	.51	52	.23
44	.36	59	.30	56	.53	44	.16
44	.36	59	.30	57	.54	70	.40
45	.38	52	.23	58	.56	78	.38
45	.38	57	.28	60	.58	52	.23
46	.39	39	.11	66	.67	82	.51
46	.39	48	.19	71	.74	84	.53
46	.39	50	.21				
46	.39	58	.29				

COMPUTING A CORRELATION COEFFICIENT
WITH AUTHORITARIAN AND CENSORSHIP

Authoritarian Test (X)	Censorship Test (Y)	X^2	Y^2	XY
6	6	36	36	36
10	2	100	4	20
10	9	100	81	90
10	10	100	100	100
14	5	196	25	70
14	23	196	529	322
15	6	225	36	90
17	12	289	144	204
17	13	289	169	221
18	6	324	36	108
18	7	324	49	126
18	24	324	576	432
21	11	441	121	231
21	12	441	144	252
21	13	441	169	273
21	16	441	256	336
21	17	441	289	357
21	19	441	361	399
21	20	441	400	420
22	13	484	169	286
22	16	484	256	352
22	18	484	324	396
22	20	484	400	440
22	21	484	441	462
22	26	484	676	572
24	13	576	169	312
24	19	576	361	456
25	13	625	169	325
25	19	625	361	475
25	19	625	361	475
25	25	625	625	625
25	29	625	841	725
26	11	676	121	286
26	12	676	144	312
26	13	676	169	338
26	16	676	256	416
28	6	784	36	168
28	8	784	64	224
28	20	784	400	560
29	13	841	169	377
29	19	841	361	551
29	24	841	576	696
29	29	841	841	841
29	30	841	900	870
31	17	961	289	527
31	21	961	441	651
31	28	961	784	868
32	15	1024	225	480

Authoritarian Test (X)	Censorship Test (Y)	X^2	Y^2	XY
32	19	1024	361	608
32	19	1024	361	608
32	22	1024	484	704
32	31	1024	961	992
33	19	1089	361	627
33	20	1089	400	660
33	23	1089	529	759
33	24	1089	576	792
33	21	1089	441	693
33	21	1089	441	693
33	24	1089	576	792
33	27	1089	729	891
34	22	1156	484	748
34	24	1156	576	816
34	28	1156	784	952
36	17	1296	289	612
36	17	1296	289	612
36	30	1296	900	1080
36	30	1296	900	1080
38	23	1444	529	874
38	28	1444	784	1064
39	11	1521	121	429
39	19	1521	361	741
39	21	1521	441	819
39	29	1521	841	1131
39	32	1521	1024	1248
39	34	1521	1156	1326
40	16	1600	256	640
42	15	1764	225	630
42	18	1764	324	756
42	21	1764	441	882
42	28	1764	784	1176
42	25	1764	625	1050
43	4	1849	16	172
43	32	1849	1024	1376
44	23	1936	529	1012
44	33	1936	1089	1452
44	42	1936	1764	1848
46	24	2116	576	1104
47	31	2209	961	1457
47	31	2209	961	1457
51	23	2601	529	1173
53	16	2809	256	848
54	40	2916	1600	2160
56	38	3136	1444	2128
58	23	3364	529	1334
67	51	4489	2601	3417
74	53	5476	2809	3922
TOTALS: 3046	1986	110664	49496	70498

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